

## LANGUAGE ACCESS PLAN FOR LIMITED ENGLISH PROFICIENT INDIVIDUALS

**State Agency:** New York State Office of Children and Family Services

**Effective Date of Plan:** October 1, 2022

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This document is our agency’s **Language Access Plan**.

A **Language Access Plan** explains how we provide services to people who have limited English proficiency.

This **Language Access Plan** includes information about:

	The Limited English Proficient (“LEP”) population in our service area.
	How we notify the public about language access services.
	Our resources and methods for providing language access services.
	How we train our staff to provide language access services to the public.
	How we monitor language access services and respond to complaints.

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## **PART 1 – Our Agency’s Services**

**We prepared this Language Access Plan (“Plan”) to comply with New York State Executive Law Section 202-a, which establishes New York’s Statewide Language Access Policy. This Plan explains how we make sure that Limited English Proficient (“LEP”) individuals have meaningful access to agency services, programs, and activities.**

**In this Plan, LEP individuals are understood as people who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.**

**Our agency’s services to the public include:**

The mission of the New York State Office of Children and Family Services (OCFS) is to promote the safety, permanency and well-being of the state’s children, families and communities. OCFS has numerous responsibilities related to the following areas: preventive services for children and families; domestic violence services; family support and preventive programs; foster care, adoption and adoption assistance; child protective services, including the administration of the Statewide Central Register of Child Abuse and Maltreatment; child care services; juvenile justice services; and preventive/protective programs for vulnerable adults. OCFS is directly responsible for the operation, supervision and management of 11 juvenile residential facilities. OCFS is also responsible for the functions performed by the New York State Commission for the Blind and coordinates state government responses to the needs of Native Americans on reservations and in communities. New York has a state-supervised/locally administered social services system. OCFS’s seven regional offices assist in the oversight of both local departments of social services and voluntary agencies, and work with them to fulfill the mission of the agency.

## **PART 2 – The Limited English Proficient Population in Our Service Area**



**The Statewide Language Access Policy requires state agencies to translate vital agency documents into the top 12 most commonly spoken non-English language among limited English proficient New Yorkers. Our agency uses U.S. Census data (including data from the American Community Survey) to determine the top 12 languages most commonly spoken by LEP individuals in New York State.**

**The top 12 languages spoken by LEP individuals in New York State are:**

#	Language	Estimated Number of LEP Speakers
1	Spanish	1,166,777
2	Chinese	375,924
3	Russian	119,160
4	Yiddish	71,740
5	Bengali	66,980
6	Haitian Creole	53,335
7	Korean	51,285
8	Italian	44,128
9	Arabic	41,632
10	Polish	33,125
11	French	30,770
12	Urdu	28,827

**New York’s language access law also provides agencies, in consultation with the Office of Language Access, the option to add up to four more languages of translation beyond the top 12. The assessment about whether to include additional languages must be based on factors that are identified in the language access law. Our agency, in consultation with the Office of Language Access, has made the following determination with regard to the addition of languages beyond the top 12:**

OCFS's assessment as to the necessity of additional languages of translation beyond the top 12 remains ongoing at this time. OCFS, in consultation with the Office of Language Access, will update this Plan when this assessment has been completed and a final determination reached. OCFS will continue to reassess the need for additional languages of translation on an ongoing basis.

**Our agency tracks encounters with LEP individuals in the following ways:**

OCFS has developed two forms to assist program staff in tracking over-the-phone interpretation assistance and in-person encounters when assisting LEP individuals: (1) *Language Services Tracking Form for Over-the-Telephone Interpretation Assistance* and (2) *Language Services Tracking Form for In-Person Encounters with LEP*. Program staff are required to complete these forms upon each encounter and record the language needs of LEP individuals in case files, if applicable. In addition, various agency systems, such as CONNECTIONS, the Juvenile Justice Information System, the Juvenile Detention Automation System and the New York State Commission for the Blind Consumer Information System are all capable of tracking primary languages, if identified by the LEP person or family and entered by the employee.



**PART 3 – Public Outreach About the Availability of Language Access Services**

**Our agency informs LEP individuals about their right to free language assistance services in the following ways, using at least the top 12 languages shown in Part 2 of this Plan:**

- LEP individuals are directly informed by our staff

**In which ways?** OCFS uses the following tools to communicate the availability of free language assistance services to potential LEP clients: 1) language identification tools (posters and desk aids) that include a notice of free language assistance; 2) professional interpreters (state-approved vendors); and 3) bilingual staff in Spanish-speaking titles and bilingual volunteer staff with fluency in their primary language(s).

- Signs posted about language assistance services

In areas operated by the agency and open to the public

Other (describe)

- Information is published on our agency's website in at least the top 12 languages spoken by LEP individuals in New York State

- Outreach and presentations at schools, faith-based groups, and other community organizations

**What are the LEP populations targeted?** OCFS is involved in several outreach activities throughout the year that include community, public and professional events, such as the New York State Fair, the New York Public Welfare Association Conference, the Black and Puerto Rican Caucus, and other conferences and events. As part of outreach, we include Spanish materials and alert visitors, with the distribution of wallet cards, of the availability of information in other languages on the OCFS website ([ocfs.ny.gov](http://ocfs.ny.gov)). OCFS staff working at these events are given information on how to access over-the-phone interpretation assistance should there be a need to assist an LEP individual. The language groups targeted at public events vary according to the population of the area where the event is taking place.

- Local, non-English language media directed at LEP individuals in their languages

**What are the LEP populations targeted?** Spanish-speaking populations

- Social media posts directed at LEP individuals in their languages

**What are the LEP populations targeted?** Spanish-speaking populations

- Telephonic voice menu providing information in non-English languages

**In which languages?** Both our child abuse and maltreatment hotline (800-342-3720) and the newly established OCFS HEARS (Help, Empower, Advocate, Reassure and Support) Family Line 888-554-3277 have multilingual messages in Arabic, Bengali, Chinese, French, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, Yiddish and Urdu. Our main agency telephone line (518-473-7793) provides a multilingual message in Bengali, Chinese, Haitian Creole, Italian, Korean, and Spanish. Our adoption/foster care hotline (800-345-KIDS [5437]) includes

Bengali, Chinese, Haitian Creole, Italian, Korean, and Spanish. OCFS will add language messaging in Arabic, French, Polish, Russian, Urdu, and Yiddish on the main line and the adoption/foster care hotline.

Other (describe)



## PART 4 – Provision of Language Access Services

### A. Determining the Need for Services

**During *in person* encounters, our agency uses the following tools to determine whether an individual is LEP, and what their primary language is:**

- “I Speak” posters or visual aids that provide information about free interpreting services in multiple languages
- Reception staff make those determinations based on training and experience
- Bilingual staff members, where available, assist in identifying LEP individual’s language
- Other (describe)

**On *telephone calls*, our agency uses the following tools to find out if an individual is LEP, and what their primary language is:**

- Reception staff make those determinations based on training and experience
- Bilingual staff members, where available, assist in identifying an LEP individual’s language
- Telephonic interpreting service
- Other (describe)

**Our agency’s protocols for assessing whether an individual needs *oral interpreting services* in different service situations is as follows:**

**During office in-person encounters:** Language identification tools are available to assist staff in identifying the language(s) spoken by LEP individuals. In addition, staff have access to over-the-phone interpretation assistance to help LEP individuals during in-person encounters. Bilingual staff in a parenthetical title, if available, may also be able to assist.

**At initial contact in the field:** OCFS has developed posters and desk aids that cover 40 languages to help LEP individuals identify their primary language. OCFS uses available

language resources to assess language needs and communicate with an LEP person, which include bilingual staff and/or the use of an over-the-phone interpretation service, which is available on a 24/7 basis.

**When speaking on the telephone:** When a non-English speaker calls our agency, OCFS staff will seek immediate assistance, either through bilingual staff or an Office of General Services-approved over-the-phone interpretation vendor.

**For pre-planned appointments with LEP individuals:** An interpreter is secured beforehand.

**Other (describe):** Some OCFS intake systems allow for data entry to identify LEP individuals. This information is accessible to staff to allow for the coordination of language assistance when applicable.

**Our agency records and maintains documentation of each LEP individual's language assistance needs as follows:**

Program staff must complete OCFS forms (1) *Language Services Tracking Form for Over-the-Telephone Interpretation Assistance* and/or (2) *Language Services Tracking Form for In-Person Encounters with LEP Persons*, to track the use of over-the-phone interpretation assistance. Every encounter must be documented by program staff in the client's case file, if applicable.

### **B. Oral Interpreting Services**

**Our agency has made the following resources available for oral interpreting requests:**

Bilingual staff members who work directly with LEP individuals

**Number of staff and languages spoken:** OCFS has seven Spanish-speaking titles: Call Center Rep 1, Call Center Rep 2, Call Center Quality Assurance Specialist 1, Office Assistant 1 Keyboarding, Vocational Rehabilitation Counselor, Youth Counselor 1, and Youth Counselor 2.

Bilingual staff members who provide oral interpreting services on a volunteer basis

**Number of staff and languages spoken:** Twenty-five OCFS employees have volunteered to assist LEP individuals in the following languages: Amharic, Arabic, Bengali, French, German, Italian, Lingala, Portuguese, Punjabi, Russian, Sinhalese, Spanish, Ukrainian, and Urdu.

Telephonic interpreting service

**Vendors:** OCFS uses Office of General Services (OGS)-approved vendors for over-the-phone interpretation assistance; vendors can assist in more than 240 languages. OCFS has used interpreters in the following languages: Albanian, Arabic, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cherokee, Chin Hakha, Chinese, Dari, Farsi, French, Fulani, Georgian, Greek, Haitian Creole, Hindi, Hmong, Italian, Hungarian, Japanese, Karen, Kinyarwanda, Korean, Krio,

Malayalam, Maay Maay, Nepali, Pashto, Polish, Portuguese, Punjabi, Russian, Serbian, Somali, Soninke, Spanish, Swahili, Tagalog, Tajik, Tamil, Thai, Tigrigna, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, and Yoruba.

Contracts or other arrangements with school and community organizations

**Number of staff and languages spoken:**

Other (Describe)

**Our agency protocols for informing LEP individuals that free interpreting services will be provided and that they do not need to provide their own interpreters is as follows:**

**During office in-person encounters:** OCFS has developed posters and desk aids that cover 40 languages that inform LEP individuals of their right to free language assistance. OCFS advises LEP individuals in person of their right to free language assistance through bilingual staff or an over-the-phone interpreter. OCFS also informs English-speaking family members, if applicable, of the LEP individual's right to free language assistance.

**At initial contact in the field:** OCFS has developed posters and desk aids that cover 40 languages to help LEP individuals identify their spoken language and to inform them that language access services are available free of charge. OCFS uses available language resources to assess language needs and communicate with an LEP individual, which include bilingual staff and/or the use of 24/7 over-the-phone interpretation assistance.

**When speaking on the telephone:** LEP individuals who call OCFS for assistance are informed that an interpreter will be contacted to assist them in their primary language free of charge.

**For pre-planned appointments with LEP individuals:** OCFS staff request on-site interpreters ahead of time to communicate with LEP individuals. LEP individuals who are to attend a pre-planned appointment are informed that an interpreter will be available free of charge. When in-person interpreters are not available, over-the-phone interpreters will be used when appropriate.

**Other (describe):**

**Our agency's protocols for obtaining interpreting services in a timely manner is as follows:**

OCFS staff who have access to over-the-phone interpretation services are assigned an identification code that allows for immediate access to interpreters in more than 240 languages. Staff without an authorization code to obtain direct access to telephonic interpretation are instructed to contact the OCFS Public Information Office (PIO) for immediate assistance in Spanish or any other language. Over-the-telephone interpretation services via our vendor(s) are available 24/7 from any location. Depending on the circumstances, a three-way call may be

established, or a speaker phone may be used in a private area if a client is on-site. In addition, in-person interpreters can be contacted to assist staff and clients on-site for scheduled visits.

**If an LEP individual insists on using a family member, friend, or other person as an interpreter, our protocols for deciding whether to accept or decline such an arrangement is as follows:**

LEP individuals who meet with agency staff will be informed of the availability of free interpretation services. Generally, an LEP individual may not use a family member, friend or minor as an interpreter. However, during emergencies, an LEP individual will be permitted to use a minor, family member or friend as an interpreter. Upon request, an LEP individual may also be permitted to use a minor, family member or friend as an interpreter for routine matters, such as asking the location of the office, hours of operation or rescheduling an appointment. Where the interaction with an LEP individual occurs at an agency office, and the individual is permitted to use an interpreter of the individual's choosing, the individual must fill out a written consent/waiver form.

Where an LEP individual is engaged in official business with the agency, the agency will provide an independent interpreter. An LEP individual will not be permitted to use an independent interpreter of the individual's choosing when filling out applications to conduct official business with the agency or when involved in certain legal matters.

**Our agency provides information to all staff members who have contact with the public about how to obtain oral interpreting services. Our protocol in this regard is as follows:**

OCFS has developed a streamlined desk aid and a wallet size resource that summarize the necessary steps to obtain interpretation assistance 24/7. All language assistance resources are available on the agency's intranet, on a site dedicated to Language Assistance Resources. Staff can access materials and download them as necessary from both the intranet and our website. The OCFS mandatory Language Access Training serves as an annual reminder of the agency's responsibilities and of the resources available to staff on both the intranet and our website to assist the LEP population.

**The agency's Language Access Coordinator ("LAC") maintains a list of oral interpreting resources that are available to staff. This resource list includes:**

- Names and contact information for all resources
- Names and locations of staff members who are available to act as interpreters or provide services directly in an LEP individual's primary language
- Languages in which each interpreter or service is qualified
- Procedures for accessing each interpreter or service

**Our agency records and maintains documentation of oral interpreting services provided to LEP individuals at each encounter. Our protocol in this regard is as follows:**

Program staff must complete OCFS forms (1) *Language Services Tracking Form for Over-the-Telephone Interpretation Assistance* and/or (2) *Language Services Tracking Form for In-Person Encounters with LEP Persons*, to track the use of over-the-phone interpretation assistance. Every encounter must be documented by program staff in the client's case file, if applicable.

The mandatory Language Access Training that OCFS staff are required to take annually addresses the importance of confidentiality. Furthermore, OGS-approved vendors for over-the-phone interpretation are trained and required to comply with federal and state standards of confidentiality.

### **Cultural Competence and Confidentiality**

**Our agency makes sure interpreters are culturally competent<sup>1</sup> in the following ways:**

OCFS has developed an operating agency definition for cultural competence and has offered training in cultural competence to OCFS staff. Over-the-phone interpretation vendors approved by OGS require their interpreters to complete comprehensive cultural competence training.

**Our agency makes sure interpreters follow state and federal confidentiality protocols in the following ways:**

The mandatory Language Access Training that OCFS staff are required to take annually addresses the importance of confidentiality. Furthermore, OGS-approved vendors for over-the-phone interpretation are trained and required to comply with federal and state standards of confidentiality.

### **C. Translations of Documents**

**At least every two years after the effective date of this Plan, our agency determines and reassesses vital documents<sup>2</sup> that must be translated. This process is accomplished in the following ways:**

OCFS's Language Access Coordinator emails a memo to OCFS executive/senior staff requesting a review of the materials programs have produced to identify documents that may meet the definition of "vital documents" for translation into the top 12 languages spoken in New York State. A link to the current Language Access Plan is included in the memo, which provides an opportunity to review existing vital documents. Newly identified vital documents are then scheduled for translation into the top 12 languages spoken at the time of issuance of the Language Access Plan.

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<sup>1</sup> Cultural Competence is defined as *a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals that enables effective interactions in a cross-cultural framework*. U.S. Department of Health and Human Services, Office of Minority Health. 2000. *Assuring Cultural Competence in Health Care: Recommendations for National Standards and an Outcomes-Focused Research Agenda*. Extracted from:

[https://minorityhealth.hhs.gov/Assets/pdf/checked/Assuring\\_Cultural\\_Competence\\_in\\_Health\\_Care-1999.pdf](https://minorityhealth.hhs.gov/Assets/pdf/checked/Assuring_Cultural_Competence_in_Health_Care-1999.pdf)

<sup>2</sup> Vital Documents is defined as any paper or digital document that contains information that is critical for obtaining agency services or benefits or is otherwise required to be completed by law.

**Our agency’s process for making sure documents are written in plain language<sup>3</sup> before they are translated into other languages is as follows:**

OCFS form/publication developers are cognizant of recommended reading levels prior to developing forms and outreach materials. The Public Information Office reviews, edits and approves all OCFS materials prior to completion for correct grammar and adherence to plain language conventions.

**Our agency has the following resources available for translation of documents:**

Contracts with vendors for translation services

**Vendors:** OCFS uses OGS-approved vendors for written translation services. OCFS has translated documents in the following languages: Arabic, Bengali, Burmese, Chinese (Simplified and Traditional), Dari, Farsi, French, Fujianese, Fulani, Greek, Gujarati, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Karen, Kirundi, Korean, Lingala, Maay Maay, Nepali, Pashto, Patois, Polish, Portuguese, Russian, Spanish, Somali, Swahili, Tamil, Turkish, Urdu, Uzbek, Vietnamese, and Yiddish.

Contracts or other arrangements with schools and community organizations

**Names of schools/organizations:**

Translation of documents by bilingual staff members

Other (describe)

**The agency’s Language Access Coordinator (“LAC”) maintains a list of translation resources that are available to staff. This resource list includes:**

Names and contact information for all resources

Names and locations of staff members who are available to provide translations of documents

Languages in which each translation service is qualified

Procedures for accessing each translation service

**Our agency translates documents that LEP individuals submit in their primary languages in a timely manner. Our protocol in this regard is as follows:**

Translation requests are submitted to the attention of the OCFS Language Access Coordinator (LAC) in the Public Information Office via email, often using Form OCFS-3507, *Request for Translation and Related Services*. Upon receipt of a request, the LAC initiates the translation process by reviewing the request and assigning it to professional staff/OGS-approved vendors,

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<sup>3</sup> The [Plain Writing Act of 2010](https://www.govinfo.gov/app/details/PLAW-111publ274) defines plain language as writing that is clear, concise, well-organized, and follows other best practices appropriate to the subject or field and intended audience. Extracted from: <https://www.govinfo.gov/app/details/PLAW-111publ274>

taking into consideration factors such as submission deadlines, target language(s), and length and complexity of the document(s).

**The following non-exhaustive list of documents are currently translated or in the process of translation by our agency in the languages indicated. Documents with an asterisk (\*) are determined by the agency to be vital documents.**

- AR: Arabic
- BE: Bengali
- CH: Chinese
- FR: French
- HA: Haitian-Creole
- IT: Italian
- KO: Korean
- PO: Polish
- RU: Russian
- SP: Spanish
- UR: Urdu
- YI: Yiddish

Form #	Name	✓												Additional Languages
		AR	BE	CH	FR	HA	IT	KO	PO	RU	SP	UR	YI	
<i>Legal Affairs*</i> NA	Article 78 Notice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Swahili Somali
NA	Notice of Hearing to Youth, Parent and Youth's Law Guardian ( <i>Translated into client's primary language</i> )	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Swahili Somali Turkish
NA	Special Hearing Decisions ( <i>Translated into client's primary language</i> )	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Swahili Somali Turkish
<i>Child Care Services*</i>														
OCFS-4773	Child Care Eligibility Redetermination Coming Due	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓
OCFS-LDSS-4779	Approval of Your Application for Child Care Benefits	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓
OCFS-LDSS-4780	Denial of Your Application for Child Care Benefits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

OCFS-LDSS-4781	Notice of Intent to Change Child Care Benefits	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-LDSS-4782	Notice of Intent to Discontinue Child Care Benefits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
OCFS-LDSS-4783	Delinquent Family Share for Child Care Benefits	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-LDSS-4784	Approval of Your Redetermination for Child Care Benefits	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-LDSS-4785	Approval of Your Transitional Child Care Benefits	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-6025	Application for Child Care Assistance-Attachment Application Form	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-6026	Application for Child Care Assistance-Attachment B-How to Complete the Application	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-LDSS-7009	Notice of Child Care Assistance Overpayment and Repayment Requirements	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-4411	Potassium Iodide (KI) Refusal/Opt-Out Form	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 4628	Kieran's Law	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 1115A	As you think about child care...	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 1115B	As you think about child care and your infant and toddler...	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	

Pub. 1115C	As you think about child care for your 3- to 5-year-old...	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
<b>Division of Child Welfare and Community Services*</b> LDSS-2221A	Report of Suspected Child Abuse or Maltreatment	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
LDSS-2724	Notice of Intent to Claim Paternity of a Child Borne Out-of-Wedlock	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
LDSS-3370	Instructions for Completing the Statewide Central Register Database Check Form	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
LDSS-3370a	Organizations Entitled to Conduct Database Checks Under Section 424-A of the Social Services Law	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-LDSS-3371A	Notification of Social Service Law 424-a Procedures	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
LDSS-3371B	Notification of Social Service Law 424-A Procedures	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-2132	Bill of Rights for Children and Youth in Care	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-2723	Notice of Intent to Claim Parentage of a Child Born Out of Wedlock	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
OCFS-3780	Instrument to Acknowledge Paternity of an Out-of-Wedlock Child	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	

OCFS-3909	Request for Information Guardianship Form (For Court Use Only)	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-3937	Request for Information-Private Adoption (For Use by Courts or Disinterested Persons Only)	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-4190	Inquiry Concerning Visitation/Statewide Central Register Database Form	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-4690	Adoptive Placement Fee Disclosure Form	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-7067	Adam Walsh Child Protective and Safety Act of 2006	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Child Protective Services Letters	Notice of Unfounding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Turkish Vietnamese
Child Protective Services Letters	Notice of Existence (Familial)-Alleged Subject	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child Protective Services Letters	Notice of Existence (Familial) -Other Person Named in the Report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child Protective Services Letters	Notice of Existence (Day Care/Foster Care)-Alleged Subject	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child Protective Services Letters	Notice of Existence (Day Care/Foster Care)-Other Person Named in the Report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child Protective Services Letters	Notice of Existence (Day Care/Foster Care)-Parent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Child Protective Services Letters	Notice of Indication (Familial)-Subject	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Tamil
Child Protective Services Letters	Notice of Indication (Familial)-Other Person Named in the Report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Uzbek
Child Protective Services Letters	Notice of Indication (Day Care/Foster Care)-Subject	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child Protective Services Letters	Notice of Indication (Day Care/Foster Care)-Other Person Named in the Report	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child Protective Services Letters	Notice of Indication (Day Care/Foster Care)-Parent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
LDSS-4623A	Adoption Subsidy and Non-Recurring Adoption Expenses Agreement-Initial Application	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓
LDSS-4623B	Adoption Subsidy and Nonrecurring Adoption Expenses Agreement-Post-Finalization Application	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓
LDSS-4623C-1	Adoption Subsidy and Non-Recurring Adoption Expenses Agreement-Technical Amendment	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓
LDSS-4623C-2	Adoption Subsidy and Non-Recurring Adoption Expenses Agreement-Upgrade and Substantive Amendment	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓
LDSS-4623D	Adoption Subsidy and Non-Recurring Adoption Expenses Agreement-Reimbursement Form	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	✓

Pub. 1159	Summary Guide for Mandated Reporters	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 1326	Protecting Adults from Abuse and Neglect	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
Pub. 4664	Financial Exploitation of Elderly and Impaired Adults	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
Pub. 4745	Pregnant? Scared? Need Help?	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	✓	✓	
Pub. 5175	Know Your Options: Kin Caring for Children	✓	✓	✓	✓	✓	✓	✓	<i>In progress</i>	✓	✓	✓	✓	
Pub. 5008	Helpful Tips to Keep Your Baby Safe: Safe to Sleep	✓	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
Pub. 5002	Keeping Sleeping Babies Safer	✓	✓	✓		✓	✓	✓		✓	✓		✓	
Pub. 5222	Understanding Adverse Childhood Experiences (ACEs)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Division of Juvenile Justice and Opportunities for Youth*</b> OCFS-1083	Conditions of Release-Grounds for Release Revocation	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	
OCFS-1085	Notice of Youth on Aftercare Concerning Discipline Rules of Conduct	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>									
OCFS-1086	New York State Bill of Rights for Children and Youth	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>									
OCFS-1480	Request to Change Religion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
OCFS-2131	Letter Informing Parents/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	Guardians of Youth Facility or Program Assignment														
OCFS-4420	Youth Condition of Participation/Electronic Monitoring	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-4421	Parent/Guardian Consent of Participation	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>										
OCFS-4422	Electronic Monitoring Directions	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-4423	Academic Student Records Consent to Release Form	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-4528	Refusal of Medical Care/Evaluation and/or Treatment	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-4603	Authorization for Release of Information	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-4651	Consent for Psychotropic Medication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
OCFS-4769	Referral for an Initial Evaluation and Determination of Eligibility	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>										
OCFS-4825	Youth Grievance Procedure	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-4825-1	Youth Grievance Procedure-Acknowledgement of Receipt	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-4825-2	Youth Grievance Submission Form	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>		
OCFS-HS11	Dental Care Notification and Consent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Somali	
<b>Division of Youth Development and Partnersh</b>															

<i>ips for Success*</i> OCFS-3165	Foster Youth College Success Initiative Program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<i>New York State Commission for the Blind*</i> OCFS-1002	Application for Service	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
OCFS-2150	State Rehabilitation Council Application Form	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-3440	Individual Service Plan	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	
OCFS-3445	Children Services' Release of Confidential Information	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	
OCFS-3446	Confidential Release	<i>In progress</i>	✓	✓		✓	✓	<i>In progress</i>	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	
OCFS-3463	Children Services' Release of Confidential Information for School Records	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	<i>In progress</i>	<i>In progress</i>	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCFS-4584	Equipment Loan Fund Application	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
OCS-4599	Report of Legal Blindness	<i>In progress</i>												
Pub. 505	A Guide to Services for Individuals Who Are Blind	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub.1407	Equipment Loan Fund for the Disabled	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	

Pub. 4748	A Guide to Services for Children Who Are Blind	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 4805	A Guide to Services for Individuals Who Are Deaf-Blind	<i>In progress</i>	✓	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 4806	Business Enterprise Program	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 5148	Handbook for Vocational Rehabilitation Services	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 5149A	A Guide to Services for Older Adults Who Are Blind	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 5149B	A Guide to Services for Youth Transition	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	
Pub. 5168	Handbook for Children's Services	<i>In progress</i>	<i>In progress</i>	✓	<i>In progress</i>	✓	✓	✓	<i>In progress</i>	✓	✓	<i>In progress</i>	<i>In progress</i>	

New documents identified for translation after the signing of this Plan and before the 2-year reassessment will be translated in a timely manner.

**The process for ensuring that translations are accurate and incorporate commonly used words is as follows:**

OCFS requires that proofing/editing for correctness and cultural sensitivity are components of the translation services provided by any vendor under contract and/or professional staff. OCFS also requires that plain language be used in agency materials, so that information is accessible to a range of literacy levels in English and in the translated languages.



**PART 5 – Staff Training**

**The person in the agency who is responsible for training staff in language access services is:**  
The language access coordinator works with the OCFS Bureau of Training when updates to our

Language Assistance Training are necessary and informs language access liaisons of any pertinent developments. OCFS has 52 language liaisons who represent various divisions and offices.

**The staff training includes the following components:**

- ☒ The agency’s legal obligations to provide language access services
- ☒ The agency’s resources for providing language access services
- ☒ How to access and work with interpreters
- ☒ Cultural competence and cultural sensitivity
- ☒ How to obtain translation services
- ☒ Maintaining records of language access services provided to LEP individuals

**The methods and frequency of training are as follows:**

All OCFS employees are required to take the OCFS Language Access Training once a year; frontline employees are also required to take the New York State Office of Employee Relations Language Access Training for Frontline Employees.



## **PART 6 – Monitoring the Plan and Responding to Complaints**

### **A. Monitoring**

**Our agency’s Language Access Coordinator (“LAC”) will monitor implementation of the Plan to make sure we are in compliance. Our protocols in this regard are as follows:**

The OCFS Language Access Coordinator works with a network of 52 language access liaisons who are proficient in language access and assist in monitoring the delivery of language assistance. Language access liaisons and front-line employees are required to take the online Language Access Training developed by the New York State Office of Employee Relations annually. In addition, all OCFS employees are required to take the mandatory computer-based Language Access Training developed by OCFS, also annually.

New OCFS hires are required to take applicable computer-based trainings as soon as they have access to the Statewide Learning Management System or training site. OCFS updates its computer-based training as appropriate

### **B. Complaints**

**We provide information to the public in at least the top 12 most commonly spoken non-English languages in the state, advising members of the public of their right to file a complaint if they feel that they have not been provided adequate language access services or have been denied access to services because of their limited English proficiency. We do**

**not retaliate or take other adverse action because an individual has filed a language access complaint.**

**We display information on the right to file a complaint, and the procedures for filing a complaint, in the following manner:**

OCFS posts on its website ([ocfs.ny.gov](http://ocfs.ny.gov)) and on the intranet the multilingual *Language Access Complaint Form*, to assist staff/LEP individuals with the complaint process. These forms can be download and/or printed as necessary. The complaint forms are also available in the top 12 languages for online submission through our website.

**We handle complaints made to the agency regarding the provision of language assistance services in the following manner:**

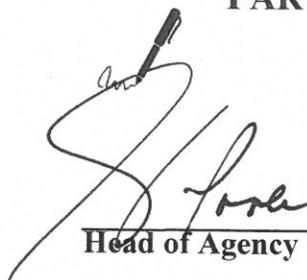
- Complaints brought by OCFS employees against OCFS are referred to the Anti-Discrimination Investigation Division (ADID) of the Office of Employee Relations for investigation.
- Complaints brought by members of the public against OCFS are referred to OCFS's Special Investigations Unit (SIU) for an internal investigation.
- Complaints brought against an LDSS or contracting agency are referred to the LDSS or contracting agency for investigation.

All investigative reports of LEP complaints, whether conducted by ADID, SIU, or an LDSS or contracting agency, will be reviewed by the Employment Law Unit.

For all substantiated complaints, OCFS and/or LDSS will promptly implement remedial action, if appropriate.

All complaints must be forwarded timely to the Office of Language Access.

**PART 7 – Signatures**

  
Head of Agency                      Commissioner                      9.22.22  
\_\_\_\_\_  
Title                                      Date

  
Agency LAC                      Associate Public  
Information Spec.                      9.22.22  
\_\_\_\_\_  
Title                                      Date

  
Executive Director, NYS Office of Language Access                      09/23/2022  
\_\_\_\_\_  
Date